



Parkland School Division No. 70  
**BOARD OF TRUSTEES**

**A G E N D A**

**18 MAY 2010**

InCamera: 9:00 AM  
Public Session: 10:00 AM

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Parkland School Division No. 70  
**BOARD OF TRUSTEES**  
**REGULAR MEETING**

**18 May 2010**

InCamera 9:00 AM    Public Session 10:00 AM  
Parkland School Division Centre for Education, Stony Plain

**A G E N D A**

*Page Number*

1. **CALL TO ORDER at 9:00 AM**
  - 1.1. Board Incamera (9:00-10:00)
  - 1.2. National Anthem
  - 1.3. Announcements
  - 1.4. Changes to the Agenda
  - 1.5. Approval of the Agenda
  
- 4 -  
2. **APPROVAL OF MINUTES**
  - 2.1. Regular Meeting of 20 April 2010
  
3. **BUSINESS ARISING FROM THE MINUTES**
  
4. **DELEGATION**
  - 4.1 EPCOR Utilities – Re: Heartland Transmission
  
5. **BOARD CHAIR REPORT**
  - 5.1. Setting the Direction – Spring Update
  - 5.2. St. Paul ERD – Re: Funding for New Schools
  - 5.3. Town of Stony Plain – Re: Farmer’s Day Breakfast
  - 5.4. AB Education – Re: PSD Facilities Update
  - 5.5. PSBAA – Re: The E<sup>4</sup> Framework Report
  - 5.6. PSD Pascal Mathematics Competition Results
  - 5.7. PSBAA – Re: Resolutions Process
  - 5.8. PSBAA – Re: Ad Hoc Committee-Board to Board Communications
  
- 7 -  
- 15 -  
- 16 -  
6. **ACTION ITEMS**
  - 6.1. Financial Statements (30 April 2010) (C. Jonsson)
  - 6.2. Central Alberta Media Services Report (K. Wilkins)
  - 6.3. Election 2010 (C. Jonsson)
  
- 19 -  
- 24 -  
- 27 -  
7. **ADMINISTRATION REPORTS**
  - 7.1. Education Plan: Assessment for Learning (T. Monds)
  - 7.2. Business and Finance Department Report (C. Jonsson)
  - 7.3. Human Resources Department Report (T. Monds)

**8. TRUSTEE REPORTS**

- 31 - 8.1. Alberta School Boards' Association (Trustee Kinsey)
- 34 - 8.2. Communications Committee (Trustee Kinsey)
- 8.3. Student Advisory Committee (Trustee Goebel)
- 8.4. Alberta School Councils' Association Conference (Trustee Goebel)

**9. FUTURE BUSINESS**

9.1. Meeting Dates:

*Open to the Public:*

08 June 2010 ..... Regular Board Meeting (evening)

22 June 2010 ..... Regular Board Meeting (daytime)

*Closed to the Public:*

18 May 2010 ..... Business Involvement Reception

9.2. Topics for future agendas

9.3. Request for Information

9.3.1. Supplementary Requisition Plebecite

9.4. Responses to Requests for Information

**10. ADJOURNMENT**

**MINUTES OF THE REGULAR BOARD MEETING OF THE BOARD OF TRUSTEES OF PARKLAND SCHOOL DIVISION NO. 70 HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN STONY PLAIN, ALBERTA ON 06 APRIL 2010**

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**TRUSTEE ATTENDANCE:**

Richard Gilchrist, Chair	Present
Dorcas Kilduff, Vice-Chair	Regrets
Kathleen Linder	Present
Irene Goebel	Present
Robert Gillard	Present
Darcy Kolodnicki	Present
Elsie Kinsey	Present

**ADMINISTRATION ATTENDANCE:**

Mary Lynne R. Campbell, Superintendent of Schools - Regrets  
Tim Monds, Deputy Superintendent  
Kelly Wilkins, Associate Superintendent  
Claire Jonsson, Associate Superintendent (Business and Finance)  
Ben Beil, Associate Superintendent (Learning Services) – Regrets  
Emilie Keane, Acting Associate Superintendent (Learning Services)  
Ed Paras, Manager, Facilities  
Stacey Vermeulen, Executive Assistant

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**CALL TO ORDER**

The meeting was called to order by the Chair, Richard Gilchrist, at 6:00 p.m.

Res 054-2010

**MOTION TO MOVE INCAMERA**

MOVED by Trustee Goebel that the Board of Trustees moves to incamera at 6:00 p.m.

**CARRIED**

*Trustee Kolodnicki arrived at 6:02 p.m.*

Res 055-2010

**MOTION TO REVERT TO A PUBLIC MEETING**

MOVED by Trustee Linder that the Board of Trustees moves out of incamera at 6:27 p.m.

**CARRIED**

**RECESS**

A recess was called and the meeting resumed at 7:00 p.m.

**NATIONAL ANTHEM**

Following the playing of the national anthem, the Chair requested a moment for attendees to reflect on their purpose here this evening.

**ANNOUNCEMENTS**

Trustees shared written reports regarding their recent attendance at various school and community events.

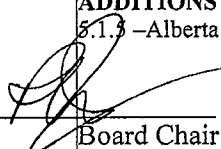
The Chair provided opportunity for discussion and questions.

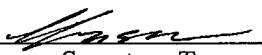
Tim Monds welcomed Mrs. Emilie Keane, Acting Associate Superintendent of Learning Services.

Claire Jonsson shared a slide show presentation of photos from the 19 March 2010 Official Opening of Memorial Composite High School.

**ADDITIONS TO THE AGENDA**

5.1.3 – Alberta Education – Re: Excellence in Teaching Semi-Finalists.

  
Board Chair

  
Secretary-Treasurer

Res 056-2010

**APPROVAL OF THE AGENDA**

MOVED by Trustee Kolodnicki that the Agenda be approved with the addition.

**CARRIED**

Res 057-2010

**APPROVAL OF THE MINUTES**

MOVED by Trustee Goebel that the Minutes of the previous meeting held on 16 March 2010 be approved as presented.

**CARRIED**

**BUSINESS ARISING FROM THE MINUTES**

There was no business arising from the Minutes.

**DELEGATIONS**

There were no delegations.

**BOARD CHAIR REPORT**

Chair Gilchrist reported on items received since the Board's last regular meeting.

**ACTION ITEMS**

Res 058-2010

**2010 TEN YEAR FACILITIES PLAN**

MOVED by Trustee Linder that the Board of Trustees approve the 2010 Ten Year Facilities Plan as presented at the Regular Meeting of 06 April 2010.

**CARRIED UNANIMOUSLY**

Mrs. Jonsson introduced Mr. Chris Woollard of ONPA Architects to present the 2010 Ten Year Facilities Plan to the Board.

Mr. Woollard and Mr. Paras answered Trustee questions.

Res 059-2010

**THREE YEAR CAPITAL PLAN AND PORTABLE RELOCATION**

MOVED by Trustee Gillard that the Board of Trustees approves the Three Year Capital Plan as presented at the Regular Meeting of 06 April 2010 and further, approves the Portable Relocations as identified in the Ten Year Facilities Plan.

**CARRIED UNANIMOUSLY**

Mrs. Jonsson presented the Three Year Capital Plan to the Board and answered Trustee questions.

**ADMINISTRATION REPORTS**

Res 060-2010

**EDUCATION PLAN PRIORITY REPORT – PEDAGOGY AND PRACTICES WHICH PROVIDES DEVELOPMENTALLY RESPONSIVE CURRICULUM FOR ALL STUDENTS KINDERGARTEN – GRADE 12**

MOVED by Trustee Goebel that the Board of Trustees receives as information Parkland's Three Year Education Plan Progress Report of the priority; "*Pedagogy and practices which provide developmentally responsive curriculum for all students Kindergarten through Grade 12*" as presented at the Regular Meeting of 06 April 2010.

**CARRIED UNANIMOUSLY**

Mr. Monds presented the report to the Board and answered Trustee questions.

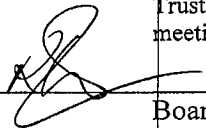
**TRUSTEE REPORTS**

PSBAA

Trustee Linder provided an update on the Public School Boards' Association of Alberta. The Public School Boards' Council will be meeting in Stettler April 8-10, 2010.

ASBA

Trustee Kinsey provided a written report of highlights from the ASBA Zone 2/3 meeting of 26 March 2010.



Board Chair



Secretary-Treasurer

Res 061-2010

**EDUCATION COMMITTEE**

MOVED by Trustee Goebel that the Board of Trustees receives as information, the Education Committee Minutes of 09 March 2010 as presented at the Regular Meeting of 06 April 2010.

**CARRIED UNANIMOUSLY**

**FUTURE BUSINESS**

Meeting Dates

*Open to the Public:*

20 April 2010 .....Regular Board Meeting (daytime)

27 April 2010 .....Student Advisory Committee

*Closed to the Public:*

23 April 2010 .....Annual Long Service Awards Banquet

Topics for Future Agendas

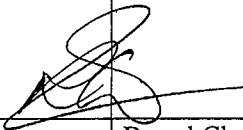
There were no requests for future agenda items.

Requests for Information

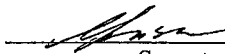
There were no requests for information.

**ADJOURNMENT**

The meeting was adjourned at 7:55 p.m.



Board Chair



Secretary-Treasurer



Excellence in Education

## MEMORANDUM

**Date:** 18 May 2010  
**To:** Board of Trustees  
**From:** Mary Lynne Campbell – Superintendent  
**Originator:** Claire Jonsson, Associate Superintendent, Business & Finance  
**Subject:** **FINANCIAL REPORT – PERIOD ENDING 30 APRIL 2010**

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### Recommendation

That the Board of Trustees approves the monthly financial report for the period ending 30 April 2010 as presented at the regular meeting of 18 May 2010.

### Background

The Monthly Financial reports are part of the Accountability responsibility and authority of the Corporate Board, as defined and directed by Policy A3: Accountability. The Budget year for our Learning Organization commences 01 September of each year and concludes on 31 August. Within the context of a full school year, Administration provides four Quarterly Financial reports as follows:

- First Quarterly Report (December)
- Second Quarterly Report (March/April)
- Third Quarterly Report (June)
- Final Audited Statements (December – of the subsequent school year)

The Board will recall that in December 2009 it received and approved the Final Audited Statements for the 2008/2009 school year. The Monthly Financial statement included within this agenda is for the period ended 30 April 2010. The Final Audited Statements for the current school year will be presented to the Board in December 2010.

With each financial report, sites are expected to be at or below the percentage thresholds defined by the point within the budget/reporting cycle. The Financial Statements include details on any variances within any site reports that are greater than 2%. For example, the Transportation Site Budget will show a higher percentage used in all monthly statements because the Transportation Department expends its annual budget over a ten month period rather than a twelve month period.

Administration would be pleased to respond to any questions regarding this report.

CJ:rs

**Statement of Revenues and Expenses- April 30, 2010**  
**Parkland School Division**

	Approved Budget <sup>1</sup> 2009-10	Revised Budget <sup>2</sup> 2009-10	YTD Actuals Apr 30/10	\$ Revised Budget Remaining	% Budget Used
<b>Revenues</b>					
Instruction ( ECS to Grade 12)	65,529,162	66,069,595	46,262,343	19,807,252	70.02%
School Generated Funds	317,285	2,636,185	1,432,511	1,203,674	54.34%
Operation and Maintenance	7,501,400	7,501,400	5,026,844	2,474,556	67.01%
Transportation	8,405,912	8,549,767	5,816,019	2,733,748	68.03%
Board and System Administration	3,281,439	3,296,039	2,169,802	1,126,237	65.83%
External Services	38,680	38,680	128,127	-89,447	331.25%
Supported Capital Interest	145,321	145,321	91,489	53,832	62.96%
Infrastructure Maintenance Renewal	924,703	899,703	342,262	557,441	38.04%
Capital & Debt Services	2,333,924	2,503,924	1,677,760	826,164	67.01%
<b>Total Revenues</b>	<b>88,477,825</b>	<b>91,640,614</b>	<b>62,947,158</b>	<b>28,693,457</b>	<b>68.69%</b>
<b>Expenses</b>					
Instruction ( ECS to Grade 12)	69,297,173	70,011,358	48,021,297	21,990,061	68.59%
School Generated Funds	317,285	2,636,185	1,432,511	1,203,674	54.34%
Operation and Maintenance	7,962,229	7,962,229	5,084,921	2,877,308	63.86%
Transportation	8,786,539	8,930,393	7,073,624	1,856,769	79.21%
Board and System Administration	3,309,577	3,449,177	2,330,217	1,118,961	67.56%
External Services	38,680	38,680	105,809	-67,129	273.55%
Supported Capital Interest	145,321	145,321	91,489	53,832	62.96%
Infrastructure Maintenance Renewal	924,703	899,703	342,262	557,441	38.04%
Capital & Debt Services	3,384,411	3,384,411	2,300,667	1,083,744	67.98%
<b>Total Expenses</b>	<b>94,165,918</b>	<b>97,457,458</b>	<b>66,782,797</b>	<b>30,674,661</b>	<b>68.53%</b>
<b>Surplus/(Deficit)</b>	<b>(5,688,093)</b>	<b>(5,816,844)</b>	<b>(3,835,640)</b>		
<b>Target Percentage</b>					<b>66.67%</b>

Block	Approved Surplus/(Deficit)	Revised Surplus/(Deficit)	Actual Surplus/(Deficit)
Instruction	(3,620,248)	(3,624,000)	(1,285,411)
Board and System Administration	(129,384)	(254,384)	(212,977)
Operations and Maintenance	(514,632)	(514,632)	(38,937)
Transportation	(282,682)	(282,681)	(1,163,848)
External Services	-	-	6,680
Fiscal Correction	(1,141,147)	(1,141,147)	(1,141,147)
<b>Total</b>	<b>(5,688,093)</b>	<b>(5,816,844)</b>	<b>(3,835,640)</b>

1 Approved by the Board of Trustees, 17 November 2009

2 Includes known adjustments at 28 February 2010

## Revenue

	Approved Budget <sup>1</sup> 2009-10	Revised Budget <sup>2</sup> 2009-10	YTD Actuals Apr 30/10	\$ Revised Budget Remaining	% Budget Used
<b>Revenue Alberta Education</b>					
<b>School Jurisdiction Base Funding</b>					
Base Instruction (Gr 1-12)	47,456,766	47,456,766	33,088,079	14,368,687	69.72%
Early Childhood Services (ECS)	2,137,618	2,107,763	1,419,666	688,097	67.35%
Home Education	10,458	10,458	7,043	3,415	67.35%
Outreach Schools	183,135	183,135	123,351	59,784	67.36%
Fiscal Correction	-1,141,147	-1,141,147	-1,141,147		100.00%
<b>Sub Total</b>	<b>48,646,830</b>	<b>48,616,975</b>	<b>33,496,992</b>	<b>15,119,983</b>	<b>68.90%</b>
<b>Alberta Education - Administration</b>					
Administration allocation 4% of instruction	3,158,024	3,158,024	2,104,779	1,053,245	66.65%
<b>Sub Total</b>	<b>3,158,024</b>	<b>3,158,024</b>	<b>2,104,779</b>	<b>1,053,245</b>	<b>66.65%</b>
<b>Differential Cost Funding</b>					
ECS Program Unit	2,011,134	2,162,369	1,512,098	650,271	69.93%
Enhanced ESL & Support Services	9,184	9,184	5,838	3,346	63.57%
Enrolment Growth/Decline	84,348	84,348	54,873	29,475	65.06%
English as a Second Language	26,565	26,565	18,632	7,933	70.14%
First Nations, Metis & Inuit Education	674,520	646,800	435,290	211,510	67.30%
Intra-Jurisdiction Distance Funding	26,389	28,055	18,858	9,197	67.22%
ECS - Mild Moderate	80,454	80,454	45,583	34,871	56.66%
Relative Cost of Purchasing Goods & Services	683,890	720,503	484,781	235,722	67.28%
Severe Disabilities	3,013,095	3,013,095	2,025,268	987,827	67.22%
Small Schools by Necessity	767,956	776,624	522,012	254,612	67.22%
Socio - Economic Status	757,113	702,859	472,564	230,295	67.23%
Daily Physical Activity	21,093	21,093	22,200	-1,107	105.25%
<b>Sub Total</b>	<b>8,155,740</b>	<b>8,271,948</b>	<b>5,617,997</b>	<b>2,653,951</b>	<b>67.92%</b>

1 Approved by the Board of Trustees, 17 November 2009

2 Includes known adjustments at 28 February 2010

## Revenue

	Approved Budget <sup>1</sup> 2009-10	Revised Budget <sup>2</sup> 2009-10	YTD Actuals Apr 30/10	\$ Revised Budget Remaining	% Budget Used
<b>Differential Cost Funding - Operations and Maintenance</b>					
Operations & Maintenance Support	7,273,301	7,273,301	4,858,653	2,414,648	66.80%
<b>Sub Total</b>	<b>7,273,301</b>	<b>7,273,301</b>	<b>4,858,653</b>	<b>2,414,648</b>	<b>66.80%</b>
<b>Alberta Education - Other</b>					
CTS Evergreening Funding	195,318	195,318	195,318		100.00%
Institutional Programs	210,881	246,748	162,900	83,848	66.02%
Learning Resources Credit	104,019	104,019		104,019	
Innovative Technology Funding	312,754	312,754	312,724	30	99.99%
High School Completion		66,555	66,555		100.00%
Supporting Innovative Classrooms	119,929	119,929	119,929		100.00%
<b>Sub Total</b>	<b>942,901</b>	<b>1,045,323</b>	<b>857,426</b>	<b>187,897</b>	<b>82.02%</b>
<b>Transportation Funding</b>					
Transportation - Rural	6,121,744	5,976,479	4,120,966	1,855,513	68.95%
Special Education Transportation	679,375	629,505	423,125	206,380	67.22%
Transportation - Disabled - ECS	137,719	168,357	113,162	55,195	67.22%
Transportation - In Home - ECS	30,076	31,004	20,839	10,164	67.22%
Urban Transportation	1,018,466	1,273,698	743,035	530,663	58.34%
<b>Sub Total</b>	<b>7,987,380</b>	<b>8,079,043</b>	<b>5,421,128</b>	<b>2,657,915</b>	<b>67.10%</b>
<b>Provincial Priority Targeted Funding</b>					
School Board Class Size Funding	3,136,288	3,136,288	2,114,389	1,021,899	67.42%
Student Health Initiative			30,495	-30,495	
Children and Youth with Complex Needs		369,025	387,160	-18,135	104.91%
Supernet Service	151,050	151,050	151,050		100.00%
Alberta Initiative for School Improvement	1,230,066	1,256,537	855,734	400,803	68.10%
<b>Sub Total</b>	<b>4,517,403</b>	<b>4,912,900</b>	<b>3,538,828</b>	<b>1,374,072</b>	<b>72.03%</b>
<b>Capital Funding</b>					
Infrastructure Maintenance and Renewal	924,703	899,703	342,262	557,441	38.04%
<b>Sub Total</b>	<b>924,703</b>	<b>899,703</b>	<b>342,262</b>	<b>557,441</b>	<b>38.04%</b>
<b>Federal French Funding</b>					
Federal French Funding	84,460	84,460		84,460	
<b>Sub Total</b>	<b>84,460</b>	<b>84,460</b>		<b>84,460</b>	
<b>Other Provincial Support Funding - Alberta Finance</b>					
Supported Capital Interest	145,321	145,321	91,489	53,832	62.96%
<b>Sub Total</b>	<b>145,321</b>	<b>145,321</b>	<b>91,489</b>	<b>53,832</b>	<b>62.96%</b>
<b>Other - Government of Alberta</b>					
Specialized Support Services Program	544,530	544,530	423,320	121,210	77.74%
<b>Sub Total</b>	<b>544,530</b>	<b>544,530</b>	<b>423,320</b>	<b>121,210</b>	<b>77.74%</b>
<b>Federal Government</b>					
First Nations Tuition's	1,425,580	1,425,580	859,208	566,372	60.27%
<b>Sub Total</b>	<b>1,425,580</b>	<b>1,425,580</b>	<b>859,208</b>	<b>566,372</b>	<b>60.27%</b>
<b>From Alberta School Authorities</b>					
Tuition Fees	24,255	54,643	54,643		100.00%
Transportation Fees		31,000	31,000	0	100.00%
<b>Sub Total</b>	<b>24,255</b>	<b>85,643</b>	<b>85,643</b>	<b>0</b>	<b>100.00%</b>

1 Approved by the Board of Trustees, 17 November 2009

2 Includes known adjustments at 28 February 2010

## Revenue

	Approved Budget <sup>1</sup> 2009-10	Revised Budget <sup>2</sup> 2009-10	YTD Actuals Apr 30/10	\$ Revised Budget Remaining	% Budget Used
<b>From Out of Province</b>					
Tuition Fees	8,755	8,755		8,755	
<b>Sub Total</b>	<b>8,755</b>	<b>8,755</b>		<b>8,755</b>	
<b>From Municipalities</b>					
Joint Use Agreements	25,000	25,000	29,100	-4,100	116.40%
<b>Sub Total</b>	<b>25,000</b>	<b>25,000</b>	<b>29,100</b>	<b>-4,100</b>	<b>116.40%</b>
<b>Private Organizations</b>					
Transportation - Private Schools	16,806	16,806	10,950	5,856	65.16%
Transportation Insurance	124,236	145,428	141,339	4,089	97.19%
<b>Sub Total</b>	<b>141,042</b>	<b>162,234</b>	<b>152,289</b>	<b>9,945</b>	<b>93.87%</b>
<b>Individuals</b>					
Tuition Fees			12,480	-12,480	
Transportation Fees	270,432	270,432	262,355	8,077	97.01%
Donations		220,806	61,864	158,942	28.02%
Rentals - Facilities	13,680	13,680	27,961	-14,281	204.39%
Instructional Material Fees (ECS)	37,398	37,398	14,490	22,908	38.74%
Instructional Material Fees	622,046	622,046	591,379	30,667	95.07%
Instructional Material Fees Prior Year			19,624	-19,624	
School Based Course Material Fees	422,146	422,146	536,577	-114,431	127.11%
Fundraising		1,747,674	871,612	876,062	49.87%
Other Student Fees		568,672	443,771	124,901	78.04%
Misc. Sales	347,690	387,098	480,000	-92,902	124.00%
<b>Sub Total</b>	<b>1,713,391</b>	<b>4,289,951</b>	<b>3,322,113</b>	<b>967,839</b>	<b>77.44%</b>
<b>Other</b>					
Interest & Investment Income	108,000	108,000	60,377	47,623	55.90%
School Generated Funds	317,285				
<b>Sub Total</b>	<b>425,285</b>	<b>108,000</b>	<b>60,377</b>	<b>47,623</b>	<b>55.90%</b>
<b>Other</b>					
Gains on Disposals of Property and equipment			7,796	-7,796	
Amortization of Capital Allocations	2,333,924	2,503,924	1,677,760	826,164	67.01%
<b>Sub Total</b>	<b>2,333,924</b>	<b>2,503,924</b>	<b>1,685,556</b>	<b>818,368</b>	<b>67.32%</b>
<b>TOTAL REVENUES</b>	<b>88,477,825</b>	<b>91,640,614</b>	<b>62,947,158</b>	<b>28,693,457</b>	<b>68.69%</b>

1 Approved by the Board of Trustees, 17 November 2009

2 Includes known adjustments at 28 February 2010

## Expenses

By Program	Approved	Revised Budget <sup>2</sup>	YTD Actuals	\$ Revised	% Budget
	Budget <sup>1</sup> 2009-10	2009-10	Apr 30/10	Budget Remaining	Used
Early Childhood Services	3,437,863	3,648,672	1,905,400	1,743,272	52.22%
Instruction	66,176,595	68,998,871	47,548,408	21,450,463	68.91%
Board & System Administration	3,309,577	3,449,177	2,330,217	1,118,961	67.56%
Plant Operations & Maintenance	7,962,229	7,962,229	5,084,921	2,877,308	63.86%
Infrastructure Maintenance Renewal	924,703	899,703	342,262	557,441	38.04%
Transportation	8,786,539	8,930,393	7,073,624	1,856,769	79.21%
External Services	38,680	38,680	105,809	-67,129	273.55%
Debt Services	145,321	145,321	91,489	53,832	62.96%
Amortization of Property and equipment	3,384,411	3,384,411	2,300,667	1,083,744	67.98%
<b>TOTAL EXPENSES</b>	<b>94,165,918</b>	<b>97,457,458</b>	<b>66,782,797</b>	<b>30,674,661</b>	<b>68.53%</b>

By Category	Approved Budget	Revised Budget <sup>2</sup>	YTD Actuals	\$ Revised	% Budget
	2009-10	2009-10	Apr 30/10	Budget Remaining	Used
Salaries, wages and benefits	67,581,408	68,020,249	47,771,601	20,248,648	70.23%
Services, contracts and supplies	21,812,789	22,720,546	15,078,957	7,641,589	66.37%
Direct cost of fundraising and fees		2,287,227	1,197,821	1,089,406	52.37%
School generated funds	317,285				
Infrastructure maintenance renewal	924,703	899,703	342,262	557,441	38.04%
Amortization of Property and equipment	3,384,411	3,384,411	2,300,667	1,083,744	67.98%
Interest on long-term debt	145,321	145,321	91,489	53,832	62.96%
<b>TOTAL EXPENSES</b>	<b>94,165,918</b>	<b>97,457,458</b>	<b>66,782,797</b>	<b>30,674,661</b>	<b>68.53%</b>

1 Approved by the Board of Trustees, 17 November 2009  
 2 Includes known adjustments at 28 February 2010

Expenses by Site - April 30, 2010  
Parkland School Division

Site	Approved Budget Expenditures 2009-10	Revised Budget Expenditures 2009-10	Budgeted Reserves/ (Deficits) 2009-10	Total Revised Budget 2009-10	YTD Actuals Apr 30/10	\$ Revised Budget Remaining	% Budget Used	Variance Explanation
Governance	464,062	464,062	-	464,062	308,603	155,459	66.50%	
Office of the Superintendent	761,507	761,507	-	761,507	448,868	312,639	58.94%	
Human Resources	426,410	426,410	-	426,410	264,950	161,459	62.14%	
Deputy Superintendent	288,835	288,835	-	288,835	189,293	99,541	65.54%	
Learning Services	1,448,951	1,567,861	-	1,567,861	1,079,099	488,762	68.83%	
Business & Finance	1,660,131	1,774,731	-	1,774,731	1,205,914	568,817	67.95%	
Tech Support Services	1,491,469	1,491,469	75,000	1,566,469	1,028,609	537,860	65.66%	
Ikon Print Centre	138,200	138,200	-	138,200	136,392	1,808	98.69%	Outstanding billbacks to schools (adj 66.8%)
Student Transportation	8,785,902	8,929,756	-	8,929,756	7,073,624	1,856,132	79.21%	Costs are incurred over 10 months (Target % is 80%)
Maintenance	4,503,402	4,503,402	-	4,503,402	2,817,114	1,686,288	62.56%	Combine Maintenance and Custodial (64.6%)
Custodial	3,251,031	3,251,031	-	3,251,031	2,193,009	1,058,022	67.46%	
Instructional Pool	1,918,937	1,793,874	-	1,793,874	1,433,135	360,739	79.89%	Outstanding benefits credits (est. adj 68.2%)
Instructional Pool - Projected Deficit	-	-	(1,467,766)	(1,467,766)				Projected deficit is a result of the 2009-10 funding correction and outstanding transfers due from schools.
Blueberry School	3,226,777	3,252,092	108,041	3,360,133	2,156,231	1,203,902	64.17%	
Brookwood School	3,023,635	3,049,697	16,863	3,066,560	2,174,323	892,236	70.90%	Technology and equipment budget spent at beginning of year
École Broxton Park School	5,470,351	5,430,927	-	5,430,927	3,842,951	1,587,977	70.76%	Shared costs yet to be allocated to Early Education Program
Connections for Learning	1,217,958	1,257,259	30,532	1,287,791	907,938	379,853	70.50%	Technology and equipment budget spent at beginning of year
Duffield School	1,973,591	2,004,877	114,507	2,119,384	1,345,304	774,080	63.48%	
Epwistle School	1,144,708	1,159,772	(7,075)	1,152,697	788,881	363,816	68.44%	
Forest Green School	1,868,374	1,898,265	47,000	1,945,265	1,244,718	700,547	63.99%	
Graminia School	3,359,565	3,388,236	148,590	3,536,826	2,279,550	1,257,276	64.45%	
Greystone Centennial Middle School	2,462,360	2,485,030	115,313	2,600,342	1,715,963	884,379	65.99%	
High Park School	2,217,389	2,286,835	172,975	2,459,810	1,480,854	978,956	60.20%	
Keephills School	502,365	506,565	(4,201)	502,365	404,508	97,857	80.52%	Supplies, Textbooks and Assessments for entire year purchased in September
Memorial Composite High School	7,615,551	7,765,520	181,186	7,946,706	5,563,574	2,383,132	70.01%	Combine Memorial Composite & Outreach (67.9%)
Memorial Outreach Program	780,034	786,156	-	786,156	368,407	417,749	46.86%	
École Meridian Heights School	4,036,174	4,074,210	11,626	4,085,836	2,767,528	1,318,308	67.73%	
Millgrove School	3,040,998	3,064,281	467,769	3,532,050	1,835,355	1,696,695	51.96%	
Muir Lake School	3,279,572	3,306,919	86,115	3,393,034	2,248,985	1,144,049	66.28%	
Parkland Village School	915,999	1,010,111	59,082	1,069,193	723,626	345,567	67.68%	
Seba Beach School	1,148,940	1,178,262	96,741	1,275,003	758,188	516,815	59.47%	
Spruce Grove Composite High School	6,644,130	6,666,736	333,988	7,000,724	4,462,571	2,538,153	63.74%	Combine Spruce Grove Composite & Outreach (63.8%).
Spruce Grove Outreach Program	883,110	888,304	15,829	904,133	583,735	320,398	64.56%	
Stony Plain Central School	3,006,930	3,032,736	(13,857)	3,018,879	2,132,537	886,341	70.64%	Special needs funding outstanding (adj 68.5%)
Tomahawk School	913,421	925,423	28,341	953,763	641,394	312,370	67.25%	
Wabamun School	824,524	831,497	93,299	924,796	588,818	335,978	63.67%	
Woodhaven Middle School	3,487,626	3,518,874	141,141	3,660,014	2,682,796	977,219	73.30%	Playground construction funded by donations and grants (adj 67.7%)
Early Education	1,978,274	1,999,110	-	1,999,110	1,362,212	636,898	68.14%	
<b>Total Expenses</b>	<b>90,161,192</b>	<b>91,158,832</b>	<b>851,037</b>	<b>92,009,869</b>	<b>63,239,559</b>	<b>28,770,310</b>	<b>68.73%</b>	

66.67%

Target Percentage

**Expenses by Site - April 30, 2010**  
**Parkland School Division**

	<b>Approved Budget Expenditures 2009-10</b>	<b>Revised Budget Expenditures 2009-10</b>	<b>Budgeted Reserves/ (Deficits) 2009-10</b>	<b>Total Revised Budget 2009-10</b>	<b>YTD Actuals Apr 30/10</b>	<b>\$ Revised Budget Remaining</b>	<b>% Budget Used</b>	<b>Variance Explanation</b>
<b>Other Sites</b>								
Capital and Debt Services	2,762,738	2,762,738	-	2,762,738	1,690,829	1,071,910	61.20%	
Infrastructure Maintenance Renewal	924,703	899,703	-	899,703	342,262	557,441	38.04%	945K of 2010-11 Funding expended
School Generated Funds	317,285	2,636,185	-	2,636,185	1,432,511	1,203,674	54.34%	
Parkland Village Daycare	-	-	-	-	1,760	(1,760)		
Tri-Community Adult Learning	-	-	-	-	74,568	(74,568)		
	<b>4,004,726</b>	<b>6,298,626</b>	<b>-</b>	<b>6,298,626</b>	<b>3,543,238</b>	<b>2,755,388</b>	<b>56.25%</b>	
<b>Total Expenses</b>	<b>94,165,918</b>	<b>97,457,458</b>	<b>851,037</b>	<b>98,308,495</b>	<b>66,782,797</b>	<b>31,525,698</b>	<b>67.93%</b>	



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## MEMORANDUM

**Date:** 04 May 2010  
**To:** Board of Trustees  
**From:** Mary Lynne Campbell, Superintendent  
**Subject:** Central Alberta Media Services (CAMS)

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### **Recommendation:**

Should the entities, party to the CAMS Agreement give notice to and/ or dissolve the partnership prior to 30 June 2011, the Board of Trustees direct Administration to ensure the appropriate dispersal of funds back to Parkland School Division; and further

If the entities party to the CAMS Agreement fail to give notice to and/ or dissolve the partnership, the Board of Trustees give notice, in writing to CAMS, on or before 30 June 2010, that the Parkland School Division No. 70 will be withdrawing from the CAMS agreement, effective 30 June 2011; and further

Administration, explore alternate, more cost effective resources, which align with Alberta Education Curriculum requirements.

### **Background:**

The Central Alberta Media Services was initially created, to provide resource access to films, film strip and other media resources, for teachers. As curriculum has changed over the past decade, so too have the supplementary resources, which teachers access to support their work with students. Additionally, with the advent of the internet and other technologies, teachers can now access 'just in time' information which they are using daily in our classrooms. At the 02 March 2010 Regular Board Meeting, the Board asked that Administration speak with Principals to determine whether / how the CAMS resources are being used and whether or not there were alternate resources which could be employed. At the March Community Meetings, the Area Superintendents discussed the CAMS question(s) with our Principals – the resounding message back, was that multi media / internet / technology were the resources being employed by staff; that the dollars currently allocated to the CAMS Agreement, could be deployed to secure other, more appropriate resources.

Finally, the Superintendent spoke with her counterpart at Greater St. Albert Catholic School Division to query the reasons behind the Division's withdrawal from the CAMS Agreement. The reasons stated were similar to those noted above. The Superintendent has also asked that our Learning Services Department, explore internet based / digital / just in time resources which could be employed by teachers across the jurisdiction.

Administration would be pleased to respond to questions.



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## **MEMORANDUM**

**Date:** 18 May 2010  
**To:** Board of Trustees  
**From:** Mary Lynne Campbell – Superintendent  
**Originator:** Claire Jonsson, Associate Superintendent  
**Subject:** **2010 LOCAL ELECTION ADVANCE VOTE**

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### **Recommendation**

That the Board of Trustees approve the holding of an advance vote for the 2010 Local Election as presented at the regular meeting of 18 May 2010.

### **Background**

The Local Authorities Election Act, Section 73, states that an elected authority may, by resolution, provide for holding an advance vote on any vote to be held in an election.

CJ:jlf



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## MEMORANDUM

**Date:** 18 May 2010  
**To:** Board of Trustees  
**From:** Mary Lynne Campbell – Superintendent  
**Originator:** Claire Jonsson, Associate Superintendent  
**Subject:** 2010 LOCAL ELECTION RETURNING OFFICER

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### Recommendation

That the Board of Trustees appoint Doug Tymchyshyn as the returning officer for Parkland School Division No. 70 for the 2010 Local Election as presented at the regular meeting of 18 May 2010.

### Background

The Local Authorities Election Act, Section 13, states that an elected authority may, by resolution, appoint a returning officer for the purpose of conducting elections.

CJ:jlf



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## MEMORANDUM

**Date:** 18 May 2010  
**To:** Board of Trustees  
**From:** Mary Lynne Campbell – Superintendent  
**Originator:** Claire Jonsson, Associate Superintendent  
**Subject:** 2010 LOCAL ELECTION AGREEMENTS

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### Recommendation

That the Board of Trustees authorize administration to enter into Joint Election Agreements between Parkland School Division No. 70 and Parkland County, Town of Stony Plain and City of Spruce Grove for the 2010 Local Elections as presented at the regular meeting of 18 May 2010.

### Background

The Local Authorities Election Act, Section 3, states that an elected authority may, by resolution, enter into an agreement with one or more elected authorities with areas in common but not necessarily contiguous boundaries.

CJ:jlf



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## MEMORANDUM

**Date:** 18 May 2010

**To:** Board of Trustees

**From:** Mary Lynne R. Campbell, Superintendent

**Originator:** Tim Monds, Deputy Superintendent

**Resources:** PSD Principals, Learning Services

**Subject:** **Embedding Effective Assessment Practices for all Students  
Kindergarten through Grade 12**

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### **Recommendation:**

“That the Board of Trustees receives as information Parkland’s Education Plan Priority Report, ‘Embedding Effective Assessment Practices for all Students Kindergarten through Grade 12’ as presented at the regular Board Meeting of 18 May 2010.”

### **Background:**

Since 2004 Parkland teachers and staff have focused on embedding effective assessment practices throughout the work they do on a daily basis. They used a variety of research-based resources to support their efforts along their assessment journey including in the creation of a set of “*Standards for Quality Assessment*” that guide the work teachers and schools do.

As schools engaged in learning about and using assessment for learning strategies it became evident that they also needed to examine their reporting practices in order to align the two more closely. To this effort, the comprehensive reporting pilot project was created. Some schools volunteered to explore options for reporting student achievement and growth in more rich and meaningful ways. As of today fourteen of our 22 school sites are involved in the project and all schools will be involved starting in September 2010.

Parkland School Division continues to make all aspects of assessment a priority to ensure high quality learning opportunities for all students.

Administration would be pleased to respond to questions.



**Embedding Effective Assessment Practices for All Students  
Kindergarten through Grade 12  
PARKLAND SCHOOL DIVISION No. 70**

**Progress Report**

*Presented to Board of Trustees May 18, 2010*

*By Tim Monds, Deputy Superintendent*

*Resource Person: Parkland School Division Principals,  
Kelly Wilkins, Associate Superintendent and  
Leah Andrews, Curriculum Facilitator*

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**REPORTING PERIOD: September 2009 – March 2010**

### **BACKGROUND INFORMATION**

The Embedding Effective Assessment Practices priority is increasingly becoming a part of our everyday work and our way of doing business in Parkland School Division (PSD). Teachers work collaboratively to learn, build common assessments and rubrics, and to have meaningful conversations around learner outcomes. Through these conversations teachers identify ways they will support the needs of the diverse learners in their classrooms.

Relative to Parkland School Division's Comprehensive Reporting project, fourteen schools were granted Board approval to explore pilots during the 2009-2010 school year. The purpose of the pilot project was to allow teams of teachers the opportunity to develop processes that offer parents/students richer and more meaningful commentary and deeper understanding of the strengths and learning needs of students. In continuing to support teachers and schools who were ready to move ahead with their assessment and reporting and in an effort to provide teachers with the opportunity to create meaningful reporting procedures linked to current pedagogy, schools were invited to develop plans unique to each of their situations. These pilot project plans gave teachers and students the opportunity to build on some of the assessment and reporting practices already in place (i.e. student-led conferences, portfolio assessment, celebrations of learning).

Our cycle four AISI project on *challenging students to think critically* using The Critical Thinking Consortium's (TC<sup>2</sup>) critical thinking model has supported the work that schools are doing in this assessment priority. Through the critical challenges students are asked to make judgments based on criteria. These experiences involve students in the curriculum and in the assessment process in authentic and meaningful ways.

This report summarizes how PSD schools have implemented the *Embedding Effective Assessment Practices* priority over the past year. The responses are not indicative of what is happening at every school, but rather, represent the diverse ways that PSD schools are addressing the priority.

### **IMPLEMENTATION STRATEGIES**

#### **Involve Students**

As staff works toward involving students in the assessment process they design lessons, opportunities and experiences that help students to answer these three questions: Where am I going? Where am I now? and How can I close the gap? (Stiggins, 2006). Strategies teachers may use are:

- Share learning outcomes with students- student friendly outcomes might be posted in the classroom, in a binder, or presented as "I can" statements referred to at the beginning of a lesson
- Make the learning outcomes explicit- use exemplars to determine what quality work should look like, co-create criteria for assessment with students, show samples of products or steps along the way allowing students to approach tasks from multiple entry points
- Increase the descriptive feedback loop (regular and ongoing feedback)- opportunities for peer assessment and self assessment using criteria to make suggestions for improvement

- Teach students to self assess- students make judgments of their own work/growth and set goals for future learning
- Students share their learning with others- portfolios, student-led conferences, celebrations of learning.

### **Fair Assessment Practices**

Teachers take care and attention when designing fair assessment practices such as:

- Provide opportunities to redo assignments after receiving feedback
- Provide opportunities to rewrite tests
- Use a variety of assessment methods; products, tests, quizzes, performance assessments, observations
- Develop common assessments
- Ensure alignment of assessments with curricular outcomes.

### **Formative Assessment**

Teachers use formative assessments (not for grades/marks or summative conclusions) to guide their lesson design based on student needs. These assessments may include:

- Observations, conversations, products
- Student-response systems
- Pre-assessments before a unit begins

### **Examine Reporting Practices**

As teachers have worked towards implementing effective assessment practices they have identified some gaps and incongruencies in the reporting process and the way they are assessing students in the classroom. As a result, schools are working towards more comprehensive reporting structures such as:

- Report cards that report on learning outcomes vs. percentage or letter grades
- Report using descriptors vs. percentages or letter grades
- Focus on high quality descriptive comments on report cards with a focus on individualizing comments targeting key learner outcomes
- Mini-reports that go home at the end of units of study informing parents about how their child did in that unit in relation to the big ideas for the unit
- Anecdotal report cards
- Student-led conferences, parent-student-teacher conferences
- Student learning portfolios, electronic or paper
- Phone calls home, email messages
- Home visits with the support of Native Liaison workers

### **Work With Parents**

As teachers work towards involving students more in the assessment process and finding better and more accurate ways to report student achievement and growth, schools involve parents and communicate with parents about these changes and what students are learning in many ways. Some of these include:

- Use of the resource "Conversations About Assessment: A Parent's Guide" authored by the Alberta Assessment Consortium
- Newsletters, blogs, Teacher and/or school websites
- School Council meetings
- Share the Alberta Education curriculum handbooks and curriculum at a glance documents
- Email communication between the classroom teacher and parents
- Parent-teacher interviews
- Parent information nights
- Assessment outlines

## SUCSESSES

Parkland SD has much to celebrate in the advancement of the assessment priority. Staff members collaborate and network with their colleagues to create high quality assessments and learning experiences. One school was invited to attend the Administrators Leadership Conference where teachers were recognized for their work in professional collaboration. They shared practices they are using to move teacher learning forward and practices that have a direct impact on student achievement.

The Comprehensive Reporting project offered support and release time for teachers and administrators to further their assessment research and activities. They met on 4 occasions throughout the school year and during those times there was an opportunity for facilitated sharing and discussion. In addition to school teams having time to work together, there was also time for collaboration between schools. The Comprehensive Reporting Committee served as a forum for sharing data and research, for asking and answering tough questions, for sharing progress and for finding support in the challenging and exciting work of exploring richer, meaningful ways of communicating student growth to families. The culminating activity of Comprehensive Reporting was a showcase of professional learning at the Board of Trustees Education Committee Meeting 14 May 2010.

Through surveys, a high percentage of students said they know how well they are doing at school. Students are heard asking questions like, "If I do this, will it improve my work?" instead of, "Will it improve my mark?" Students assist each other with ensuring they understand and incorporate the criteria for assessment. They also paraphrase their understanding of what constitutes quality work.

Many parents are pleased with the new reporting practices at their child(ren)'s school. Some staffs elicited feedback from parents via questionnaires where a high percentage of parents indicated they were getting a good picture of their child's progress from the information contained in the report card. One parent comment on a feedback form was, "I was looking forward to seeing the new report format and I was not disappointed! I love this!...I love the details and full descriptions. Thank you, thank you, thank you." Other parents commented on how they really understand what the student was doing and how the student was learning in the classroom. In addition to report cards, many parents were supportive of student-led conferences.

## CHALLENGES AS OPPORTUNITIES FOR GROWTH

As schools work towards implementing new reporting and assessment practices, teachers and schools grapple with the following:

- Understanding that there is no "perfect" report card
  - What is the right information to put on the report card?
  - What is the right amount of information to put in a report card?
- Finding and managing time for collaboration
- Assessing the learning process for students who are off site
- Determining the best ways to structure/schedule student-led conferences
- Collaborating in schools without grade-level colleagues
- Restructuring recognition programs so they align with current beliefs about assessment and student learning
- Creating alternative assessments and differentiating the learning for diverse students
- Educating parents who resist accepting new assessment and reporting practices
- Assisting students in accepting current assessment and reporting practices
- Creating rubrics and self assessment tools that are developmentally appropriate for Early Years students

## NEXT STEPS (ADDRESSING THE CHALLENGES)

Every Parkland School Division school will be continuing the journey in the 2010-2011 year as staff members continue to explore ways of ensuring, deep, rich and more meaningful reporting. PSD schools will continue to respond to the Divisional priority on assessment as directed by the Board. The work that schools are undertaking in that area and the work happening regarding Comprehensive Reporting involves significant overlap. The work is not mutually exclusive and it serves no purpose to treat them as two separate initiatives. Schools will continue to be guided by Administrative Procedure 360 and they will acknowledge those times when they are exploring strategies and processes beyond those guidelines. Within the education planning process, schools will be sharing their plans for their continued work in student assessment and reporting.

As Parkland confirms a Student Information System we will work through a process to develop a reporting format that can be used throughout the Division. Knowing and accepting the limitations of any report card format, we will continue to expect that under Comprehensive Reporting the written report card is only one simple, summary statement for students and parents. The term Comprehensive Reporting has come to mean just that – a much larger and more detailed communication regarding student achievement, areas of strength, areas for growth and plans and strategies for improvement.

In their efforts to address the challenges schools will continue to:

- Educate and enlist parent's support for new assessment practices
- Learn about and implement a critical thinking approach to designing lessons
- Learn about effective assessment practices- book studies, current research, conversations
- Share and dialogue around student-led conferences and portfolios
- Evaluate report card comments and move to an outcome-based comment
- Explore the use of a parent portal to improve timely feedback to parents
- Collaborate to build common assessment tools
- Explore options for the descriptors on report cards
- Create more student involvement through the use of self assessments, student developed criteria and exemplars
- Explore a wider range of opportunities for students to demonstrate their mastery of learning outcomes
- Collaboratively look at student work to identify where misconceptions in student learning are and how to address those misconceptions
- Explore how various technologies can assist in providing feedback to students and assist in the assessment process
- Learn about and implement differentiated instruction to meet the needs of diverse learners

## CONCLUSION

Parkland staff is committed to embedding effective assessment practices in the day to day routines of the classroom and when reporting achievement and growth to parents. Significant work will continue to be done with teachers, students and parents as we ensure that our practices support what is best for all students.

## REFERENCES

Stiggins, R., Arter, J., Chappuis, J., & Chappuis S., 2006. *Classroom assessment for student learning: Doing it right-using it well*. Princeton, New Jersey: Educational Testing Service.



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## MEMORANDUM

**Date:** 18 May 2010  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent of Schools  
**Originator:** Claire Jonsson, Associate Superintendent, Business & Finance  
**Subject:** BUSINESS AND FINANCE INFORMATION REPORT FOR 2009-2010

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### Recommendation

That the Board of Trustees receives as information the Business and Finance Information Report as presented at its Regular Meeting of 18 May 2010.

### Background

The Business and Finance department supports the Board in the management of the financial operations of Parkland School Division No. 70. They are responsible for the development of timely and accurate financial reporting and maintenance of appropriate financial procedures and internal controls.

Administration would be pleased to respond to any questions.

CJ:jlf

# Business and Finance Information Report

2009-10

## Department Statistics

- 9 fulltime office staff
- Process over \$70M in payroll expenses
- Pay over \$22M in invoices through Accounts Payable
- Over \$3M of expenses are paid through the Purchasing Card Program
- Manage over \$95M in revenues from multiple sources
- Support student records function for approximately 9,400 students

## Purchasing

- The Trade, Investment and Labour Mobility Agreement went into effect for school boards effective April 2009. Business and Finance is ensuring that all purchases over the new tendering threshold meet all the requirements stated in the agreement
- The Innovative Technology grant has greatly increased the number of school technology purchases such as projectors, Smart Boards and ELMOs made through Purchasing

## Student Records

- Maplewood online registration was used successfully for the 2009-10 school year and will continue to be used by the High Schools for the 2010-11 year.
- A parent portal, which will allow parents to review marks and attendance of their children is currently being piloted by Spruce Grove Composite High School
- Ensure that all records meet requirements under Student Record Regulations and the Freedom of Information and Protection of Privacy Act
- Currently preparing for the Provincial Approach for Student Information (PASI), which is a Alberta Government initiative to have a central database for all students in Alberta.

## Records Management

- Central filing for Division Office with approximately 1,700 active files and approximately 4,500 inactive subject files and 10,000 cum files stored in the inactive or permanent area
- Scanning permanent records to store in electronic form using Laserfische software. Approximately 15,500 files have been scanned and are stored electronically

## Accounts Payable

Provides support to all 22 schools and the Centre for Education in the manner of processing payments for various invoices and expense accounts:

- An average of 175 cheques and 300 Electronic payments processed in a one month period
- 394 visa purchasing cards are active, with an average of 1,700 transactions per month

## **Payroll**

- Processes pay and benefits for an average of 570 teachers, 120 substitute teachers and 490 support staff per month

## **Finance and Payroll System**

- Employee Self Service, which allows employees to enter absences, book substitutes and to access their payroll information, was rolled out to school sites in February 2010.
- Web dashboards are available for Managers and Principals to access real time financial and personnel data on Employee Self Service.
- Leave Management Web, which will enable employees to request leave of absences online will be rolled out in September 2010.
- System enhancements continue to create efficiencies and reduce costs to the Division.

## **Fee collections**

- In 2007-08, implemented new collections process for School Fees and enlisted the services of GroupEcho Collections, which has a 64% success rate with files they receive from the Division.
- Collection rates have significantly improved as a result of the collections process, 97% of Instructional Material Fees were collected in 2008-09.
- IMF collections are currently at 90% for 2009-10 with final notices to be sent out in May and to collections in June.

## **Fiscal Accountability Reporting**

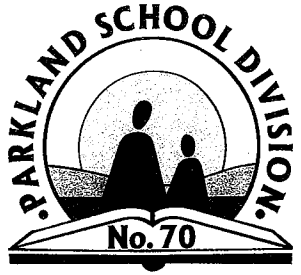
- Continue to meet Auditor General's recommendations through monthly and quarterly reporting as well as the quarterly budget update provided to the Board.

## **Internal Controls**

- In 2008-09, a follow-up review was performed at the twelve sites that were audited in the previous year and two audits were performed.
- Seven audits will be performed at school sites this year to ensure compliance to internal control procedures.
- The Internal Controls Handbook, which details what must be followed to ensure proper financial procedures are in place, is updated annually and provided to Administrators and Secretaries

## **Year-end Audit**

- Financial Statements for the 2008-09 school year were provided an unqualified report by Price Waterhouse Coopers
- There were no major outstanding internal control recommendations on the audit report



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## MEMORANDUM

**Date:** 18 May 2010

**To:** Board of Trustees

**From:** Mary Lynne Campbell, Superintendent

**Originator:** Tim Monds, Deputy Superintendent

**Resource:** Margaret Jacob, Manager Human Resources

**Subject:** Human Resources Information Report 2009-2010

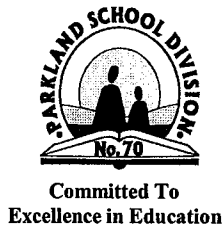
**Recommendation:**

“That the Board of Trustees receives as information the Human Resources Information Report, as presented at the Regular Meeting of 18 May 2010”.

**Background:**

To ensure the Board of Trustees continues to understand the successes and challenges faced in retaining and recruiting staff to Parkland School Division, a summary of Human Resources activities is respectfully submitted.

Administration would be pleased to respond to questions.



## HUMAN RESOURCES INFORMATION REPORT

2009-2010

### **Department Staff**

- 5 full time staff: Manager, Human Resources, Occupational Health and Safety Officer, 2 Human Resources Administrators, Substitute Teacher Placement Coordinator

### **Recruitment and Selection**

- Human Resources is responsible for providing all recruitment and selection services to the Division, including Principal, Assistant Principal, teaching, support and non-union group positions. This includes recruitment for casual support staff and substitute teachers. For the 2009-2010, the Department managed 139 competitions.

### **Career Fairs**

- Parkland School Division No. 70 participated at teacher career fairs at the University of Alberta, Faculté St. Jean and Concordia University College. For the past three years, the Human Resources Manager has been a presenter at a series of pre-employment seminars offered to graduating students at Concordia.

### **Substitute Teacher Placement Office**

- Recruiting for substitute teachers is on-going throughout the year, with an open posting on the Division's website inviting applications. There are currently 217 teachers on our Substitute Teacher list.

### **Casual Support and Caretaking Staff**

- Human Resources is responsible for recruiting and maintaining a list of qualified casual support and caretaking staff who are required for short term work assignments at schools and the Centre for Education. There is an open posting on the Division's website inviting applications. There are currently 136 individuals on our Casual list.

### **Substitute Teacher Booking System – “The Workboard”**

- On February 1, 2010, a web-based system for booking substitute teachers was implemented. This system allows teachers to log their absences, and at the same time request a substitute teacher. The Workboard is the site where substitute teachers view and select available substitute teaching opportunities. This new system has been beneficial to both teachers and substitute teachers, as it has streamlined the booking process, and greatly reduced the number of call-outs which need to be made by the Substitute Teacher Placement Office. It has also enabled the Division to be competitive with other surrounding school boards who have similar systems in place for booking substitute teachers.

### **Occupational Health and Safety**

- In September 2009, a Health and Safety Manual was implemented throughout Parkland School Division sites. The manual provides direction to all employees as to their responsibilities in regards to workplace safety. The standards used in the Parkland School Division Health and Safety Program were taken from the Alberta Occupational Health and Safety Regulations and Code. School administrators were given a training session to facilitate the implementation of the manual. All PSD staff have received a health and safety orientation which explained their responsibilities as stated by the OH&S Code and how the Human Resources department can assist them with workplace health and safety issues. Ongoing support is being provided to administrators and employees.

### **Negotiations Support**

- Human Resources participate as a member of the bargaining team at negotiations. The Department gathers information to report on trends and issues pertaining to the administration of the collective agreements. The Department also assists in the development of the Division’s bargaining proposals.

### **Professional Development:**

- Professional development initiatives across the Division are ongoing, contributing to the growth of Parkland School Division and its employees.
- School based secretarial staff attended a series of training sessions on the new absence system and the WorkBoard.
- Education Assistants were offered the opportunity to attend the annual Special Education Conference and the Education Assistant Conference at MacEwan University. They were also provided with the opportunity to attend a series of workshops on topics including Assisting, Leading and Learning with Technology, Mental Health Issues in Schools, Autism Spectrum Disorders, Effective Strategies to Support Students with Behavioural Needs, Literacy Strategies, Reading Assessments and Read and Write Gold. These workshops were delivered by the staff in Learning Services.

- Human Resources continued to provide funds for Signing Exact English (S.E.E.) in order to build the Division's capacity to provide Transliteration services to students. Four support staff successfully completed advanced S.E.E. Level 4 training this spring.
- Exploring Leadership continued this year, with a cohort group of 8 teachers meeting five times during this school year to learn more about effective leadership. The sessions involve a facilitated book studies, guest speakers and guided discussions regarding leadership concepts.
- 7 Habits of Highly Effective People – This program is offered to Parkland School Division staff on an on-going basis. The Program was offered to staff in October, 2009.
- Covey Leadership Course – G-3 – Great Leaders, Great Teams, Great Results was offered to 18 Parkland School Division leaders in November, 2009.
- Support to new teachers continued with New Teacher Orientation on August 24 and 25, 2009 and a follow up session February 18, 2010 in which new teachers were given the opportunity to share learning and experiences through facilitated discussions.

### **Disability Management:**

- Human Resources staff work with leaders to facilitate the return to work of teachers and support staff from sick leave/extended disability leave or work-related injuries (Workers Compensation). In some cases, graduated return to work arrangements is medically recommended to ensure a smooth transition back to full duties. In other instances, suitable alternate work needs to be identified which is in keeping with the employee's restrictions and limitations. The leaders in Parkland School Division have demonstrated exemplary commitment and support to the accommodation of employees needing modifications to their work assignments. This has allowed employees to realize their full potential, thus ensuring their continued success.

### **Employee and Family Assistance Program**

- The Human Resources Department manages Parkland School Division's contract for the Employee and Family Assistance Program (EFAP). The provider is HumanaCare, with 30 years experience in supporting wellness and health services delivery. Confidential counseling and referral services are available to staff and their families, along with web-based tools to assist employees in designing customized wellness programs.



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## MEMORANDUM

**Date:** 18 May 2010  
**To:** Board of Trustees  
**From:** Mary Lynne Campbell – Superintendent  
**Originator:** Tim Monds, Deputy Superintendent  
**Subject:** **Communications Committee Meeting**

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### Recommendation

That the Board of Trustees receives as information, the Communications Committee Minutes of 14 May 2010 as presented at the Regular Meeting of 18 May 2010.



**MINUTES OF THE COMMUNICATIONS COMMITTEE  
MEETING HELD AT THE PARKLAND SCHOOL DIVISION  
CENTRE FOR EDUCATION IN STONY PLAIN, ALBERTA ON  
06 MAY, 2010.**

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**ATTENDANCE:**

Darlene Crawley – CAAMSE Representative  
Margaret Jacob – Human Resources Manager  
Charlene Daub – ATA Local #10 Representative  
Amar Mohabir - ATA Local #10 Representative  
Natalie Dzioba – Non-Union Group Representative  
Rick Fowlie – IUOE Representative  
Elsie Kinsey – Board of Trustee Representative  
Irene Goebel – Board of Trustees Representative  
Tim Monds – Deputy Superintendent  
Brenda Scott – Recording Secretary  
Jillian Richman – HumanaCare Representative

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**CALL TO ORDER**

The meeting was called to order at 4:06 p.m. by Elsie Kinsey, followed by introductions.

T. Monds passed on regrets from Jay McGeough – IUOE Representative who was unable to attend.

**APPROVAL OF THE MINUTES OF 29 OCTOBER 2009**

C. Daub moved that minutes of 11 February 2010 be accepted as presented. Carried.

**ADDITIONS / DELETIONS**

Add to Updates – 5.4 SRB

**ACTION ITEMS**

There were no Action Items on the agenda.

**PRESENTATION**

Jillian Richman, from HumanaCare, gave a presentation on the utilization of HumanaCare services within Parkland School Division. Use is consistent with last year and Parkland School Division continues to be an organized and healthy work environment. HumanaCare will be launching a new website in June and it will allow clients to download past webinars to watch at a time that is more convenient to them. Jillian continues to encourage staff to log on to HumanaCare site in order to receive monthly newsletters and webinar notifications. It was recommended a reminder to staff of HumanaCare services be placed in upcoming Online newsletters. N. Dzioba will look at putting the HumanaCare link on *insidePSD*. Substitute teachers are welcome to access the website if they are registered with Parkland School Division.

## **UPDATES**

### **SPECIAL EDUCATION**

T. Monds presented information on changes to Special Education. Setting the Direction is a focus for Alberta Education. There are ongoing discussions on how we look at meeting the needs of diverse learners and what inclusive education looks like. Alberta Education will continue to meet with stakeholders in the fall.

### **ALBERTA INITIATIVE FOR SCHOOL IMPROVEMENT (A.I.S.I.)**

T. Monds provided information on the A.I.S.I. project that Parkland School Division has been involved with throughout the school year. Critical Thinking has become the focus in helping students learn, become engaged learners and embedding critical thinking into teaching practices. A report will be presented to the Trustees at the June Board meeting.

### **SERVICE AWARDS**

D. Crawley extended thanks and positive feedback for the organization of the Service Awards. People have given her positive comments on the food, entertainment, and venue. Some staff wished the gold ring was still available as an award for long term service awards. Trustee Goebel mentioned that the ring was taken off the list because the cost is too high. D. Crawley mentioned that many staff looked at the ring as a milestone for year's service and asked if it was possible to look at providing a lower cost item such as a silver ring. It is a suggestion that will be put forward to the Service Awards representative.

### **S.R.B.**

There was a discussion with regard to access to SRB and sub-booking for Educational Assistants. Staff will be updated on access as SRB continues to be implemented.

T. Monds asked the ATA representatives if there were any questions by teachers with regard to booking of subs. A. Mohabir mentioned that there have been some questions and they will be setting an appointment with M. Jacobs to discuss these.

### **ITEMS FOR FUTURE AGENDAS**

- New Public Website
- Updates to *insidePSD*
- HumanaCare presentation for last meeting of the year.

### **ADJOURNMENT**

The meeting was adjourned at 4:40 pm



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## *MEMORANDUM*

**Date:** 18 May 2010  
**To:** Board of Trustees  
**From:** Trustee Irene Goebel, Student Advisory Committee Co-Chair  
**Originator:** K. Wilkins, Associate Superintendent  
**Subject:** 27 April 2010 Student Advisory Committee

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### **Recommendation**

That the Board of Trustees receives as information, the Minutes of the 27 April 2010 Student Advisory Committee Meeting, as presented at the Regular Meeting of 18 May 2010.



**MINUTES OF THE STUDENT ADVISORY COMMITTEE MEETING  
HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR  
EDUCATION IN STONY PLAIN, ALBERTA ON 27 APRIL 2010**

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**ATTENDANCE:**

Student Representatives from:

Blueberry, École Broxton Park, Connections for Learning, Duffield,  
Entwistle, Graminia, Greystone Centennial Middle School, Memorial  
Composite, École Meridian Heights, Muir Lake, Seba Beach, Spruce Grove  
Composite, Stony Plain Central, Tomahawk, Wabamun, Woodhaven

Irene Goebel, Trustee and Co-Chair of Student Advisory Committee

Richard Gilchrist, Board Chair

Dorcas Kilduff, Vice Chair

Robert Gillard, Trustee

Elsie Kinsey, Trustee - regrets

Kathleen Linder, Trustee - regrets

Darcy Kolodnicki, Trustee – regrets

Mary Lynne Campbell, Superintendent of Schools - regrets

Tim Monds, Deputy Superintendent

Kelly Wilkins, Associate Superintendent

Marsie Frisk, Teacher, Memorial Composite

Sharon Smith, Teacher, Duffield

Shaye Patras, Principal, Seba Beach

John Hodgson, Principal, Wabamun

David Bridgeman, Principal, Entwistle

Bob Bruce, Principal, Blueberry

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**CALL TO ORDER**

The meeting was called to order by the Student Co-Chair at 9:00 a.m.

**WELCOME AND INTRODUCTIONS**

The meeting began with the singing of 'O Canada' followed by a welcome to the attendees from the Co-Chairs. Participants introduced themselves.

**CANADIAN RED CROSS PRESENTATION**

Kristy Harcourt and Monique Methot of the Canadian Red Cross' Respet ED: Violence and Abuse Prevention shared a presentation with Students on 'Beyond The Hurt'. ([www.redcross.ca/respected](http://www.redcross.ca/respected))

**ALBERTA INITIATIVE FOR SCHOOL IMPROVEMENT (AIS)  
STUDENT FEEDBACK ON CRITICAL THINKING**

Parkland School Division Curriculum Facilitators, Diane Lander and Leah Andrews lead attendees through a Critical Thinking exercise and gathered feedback from students on examples of Critical Thinking at their schools.

**MINISTER OF EDUCATION - STUDENT ADVISORY COUNCIL**

Students were encouraged to visit Alberta Education's Speak Out website [www.speakout.alberta.ca](http://www.speakout.alberta.ca) and to consider applying for the Minister's Student Advisory Council.

*"Speak Out is an opportunity for Alberta's youth to share their experiences and ideas in order to help the people who make decisions about our schools understand the issues that are important to us."*

**CLOSING COMMENTS**

Students and staff provided comments on the day's meeting.

Trustee Irene Goebel thanked Students for their attendance and input at this year's Student Advisory Committee meetings and encouraged everyone to take what they have learned back to their school communities.

**ADJOURNMENT**

The meeting was adjourned at 11:40 a.m.